EL TEACH LESSON PLAN TEMPLATE

Subject: Literature-in-English
Grade Level: Year 10 (SSS 1)
Duration: 40 Minutes
Topic/Aspect: Introduction to the Study of Literature
Sub-Topic: Definition, Types and Genres of Literature

Brief Lesson Description:

What will the lesson focus on specifically?

This lesson introduces students to what literature is (and is not), the three main genres (poetry, drama, prose), the two major forms (oral/orature and written), and the central role language plays in creating literary meaning. Through comparison tasks, short readings/listening, and discussion, students will learn to distinguish literary from non-literary texts and appreciate literature's functions (didactic, therapeutic, cultural, etc.).

Learning Objective(s)/Outcome(s):

(Cognitive, Psychomotor and Affective)

- Cognitive: Define and classify literature and explain its key functions.
- Psychomotor: Analyse texts, compare forms, and present findings.
- Affective: Value and respect diverse literary traditions.

Background Information

Provide necessary background information about ideas or concepts that students need to know before beginning this lesson.

Students should know basic grammar, text structures, and reading skills, with a quick review of sentence, paragraph, and stanza if needed.

Key Words

Literature, genre, form, orature, prose, poetry, drama, didactic, therapeutic, figurative language, imagery, medium, cultural heritage, imaginative.

Possible Preconception(s)/ Misconception (s)

- "Anything written is literature." (Counter: many written texts are informational/scientific, not literary.)
- "Literature = fiction only." (Counter: many literary texts explore truth via imagination; some non-fiction can be literary in style.)
- "Oral tradition is inferior to written literature." (Counter: orature is primary and culturally rich.)
- "Language and literature are identical." (Counter: language is the medium; literature is an artistic use of language.)
- "Literature has no practical value." (Counter: literature teaches morals, preserves culture, sharpens thinking, develops language.)

Bloom's Taxonomy Integration

The lesson provides opportunities for:

- Evaluation ☐
- Synthesis ☐
- Analysis ☐
- Application ☐
- Understanding ☐
- Knowledge ☐

Types of Activities

Types of Activities:

- Co-Op Learning ☐
- Independent Work ☐
- Small Group ☐
- Teacher-Assisted ☐
- Hands-on ☐

Content (The "5E" model: Engage, Explore, Explain, Elaborate and Evaluate)

Engage Teaching and learning activities (How will I gain students' attention?)

The teacher shows three very short extracts on the board/handouts (one scientific paragraph, one stanza of a poem, and one narrative folktale opening) and asks, "Which of these is literature?" — quick thumbs-up/thumbs-down vote, then think–pair–share for 2 minutes.

Purpose: Activate curiosity and expose the common misconception that everything written is literature.

Explore Lesson Description (How will I present materials and make learning relevant to the learners?)

Students work in small groups (3–4). Each group receives one short text (scientific paragraph; poem; short prose/folktale). Tasks:

- Read or listen (teacher plays the audio if folktale).
- Annotate the text: note language choices, imagery, purpose (inform, persuade, entertain), and whether it goes "beyond the six senses."
- Prepare a 2-minute mini-presentation to argue if the text is literary and why (use textual evidence).
- Teacher circulates, prompting critical questions (e.g., "What language features suggest imagination or artistic shaping?").

Purpose: Hands-on identification and evidence-based reasoning.

Explain Break down the concepts of the lesson through definitions, illustrations and examples.

What is Not Literature

Not all written works are literature—scientific, historical, or factual texts focus on data and results, while literature goes beyond facts to explore creativity, imagination, and human experience.

What is Literature?

Literature springs from our love of storytelling, patterned language, and expressing human experience. It is an imaginative art offering recreation, recognition, revelation, and redemption, reflecting personal, social, and universal experiences through creative use of language.

According to Moody (1987), literature develops out of our innate love for telling stories, putting words in appealing patterns, and using words to communicate unique parts of our human experience.

Literature is described by Boulton (1980) as the imaginative effort that provides us with the four R's of recreation, recognition, revelation, and redemption.

Hence, literature can simply be defined as *a creative and imaginative work of art that reflects or refracts an experience (personal, social, and universal) through the use of words (parts of speech, figures of speech, and figures of thought) through and beyond the ordinary meaning (not all is as it seems)*.

Genres and Forms

- Genres: Poetry, Drama, Prose.
- Forms: Oral (orature) and Written. Oral form predates writing, is passed down orally, and is common in non-literate cultures; written form is associated with literate societies.

Functions/Values of Literature

1. Didactic – teaches morals, norms, and explains phenomena.
2. Therapeutic – offers emotional healing and escape from daily life.
3. Critical Thinking – builds judgment, discrimination, and creativity.
4. Cultural Preservation – stores and transmits heritage.
5. Language Development – enriches vocabulary and expression.

Language and Literature
Language is defined as a tool of communication between human beings in a particular community. On the other hand, literature is also a communicative channel between author and audience. However, in an inevitable manner, author uses language so as to communicate or convey his/her literature to his/her intended audience/readers.

Importance of Language in Literature
1. Language is the medium of Literature (the road, carrier, or vehicle) through which literature is conveyed either as oral or written one.
2. Literature is created by language. This means there would be no literature if there was no language. When the text uses language in an artistic or peculiar way, it is called literature or literary text.
3. Literature transforms and intensifies ordinary language into creative one. In doing so, literature deviates systematically from everyday speech to figurative language.
4. Language is improved when reading literature. So, reading is an aid for language development. We read various literary texts to improve language.
5. Language helps students to develop textual analysis skills of various literary works.
6. Language in literature helps to expose students to samples of real-life settings in various literary works.
7. Language increases cultural enrichment for students. So, the role played by the language in literature increases cultural enrichment to students.

Elaborate Teaching Resources/ Digital Contents (Provide link to a resource page or material)

- Quick polling activity: "Is this literature?" with three contrasting short texts (prompts curiosity).
- Start with a provocative statement: "Everything written is literature." Ask students to agree/disagree and justify in one sentence.
- Use a short dramatic reading of an opening folktale stanza to capture attention and model orature.

Evaluate (How will I get students to practice what has just been taught?)

Formative
1. With focus on the broad view, narrow scope and sui-generis, define Literature as a field of study
2. Highlight the five functions/values of literature
3.

Summative / Homework
- Essay: "Language cannot be separated from literature and literature too cannot be separated from language." (300 words).

Teacher's Self Reflection:

Today, I...
- Made further reading and research to plan the lesson;
- Stated my objectives clearly;
- Integrated Bloom's Taxonomy;
- Kept the lesson aligned;
- Actively engaged all the learners based on differentiation;
- Impacted knowledge through the use of appropriate learning styles;
- Provided time for interaction and gave constructive feedback.